

Gen Z Teachers And Alpha Generation Learning: Analysis Of Problems And Strategies To Improve Learning Quality

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Abstract

Keywords:
Gen Z Teachers,
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High-quality education is essential for preparing the younger generation, particularly Generation Alpha, to face the challenges of the modern era. This study examines various issues encountered in the learning process, including the mismatch between the implemented curriculum and societal needs, variations in teaching quality among educators, and unequal access to technology. Additionally, low motivation and participation from students, as well as parental involvement, are also significant concerns. Through this comprehensive analysis, the study identifies the problems arising from these issues and offers strategies that can be implemented to address these challenges. By focusing on curriculum innovation, improving teacher performance, effectively utilizing technology, and strengthening parental roles, it is hoped that a more effective learning environment can be created. The findings of this discussion aim to provide valuable insights for the development of education in Indonesia and to enhance the overall quality of learning.

Abstrak

Kata kunci:
Guru Gen Z, Generasi Alpha, Kualitas Pembelajaran

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Kualitas pendidikan yang tinggi sangat penting untuk mempersiapkan generasi muda khususnya generasi Alpha dalam menghadapi tantangan di era modern. Penelitian ini mengkaji berbagai permasalahan yang dihadapi dalam proses pembelajaran, termasuk ketidakcocokan antara kurikulum yang diterapkan dan kebutuhan masyarakat, variasi dalam kualitas pengajaran di kalangan pendidik, serta ketidakmerataan akses terhadap teknologi. Selain itu, rendahnya motivasi dan partisipasi siswa serta keterlibatan orang tua juga menjadi perhatian utama. Melalui analisis yang komprehensif ini mengidentifikasi permasalahan dari isu-isu tersebut terhadap hasil belajar siswa dan menawarkan strategi yang dapat diterapkan untuk mengatasi tantangan ini. Dengan fokus pada inovasi kurikulum, peningkatan kinerja guru, pemanfaatan teknologi yang tepat, dan penguatan peran orang tua, diharapkan tercipta lingkungan belajar yang lebih efektif. Tujuan dari pembahasan ini diharapkan dapat memberikan wawasan lebih bagi pengembangan pendidikan di Indonesia dan meningkatkan kualitas pembelajaran secara keseluruhan.

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INTRODUCTION

Education is a planned and structured effort aimed at optimizing the abilities of learners (Siahaan et al., 2023). The rapid development of technology and social changes has had a significant impact on the world of education, particularly in the context of interactions between teachers and students.

Generation Z, who are now educators, face new challenges in teaching Generation Alpha, a digital-native generation that grows up with abundant access to information. To address these challenges, it is essential to understand the problems that arise in the learning process as well as strategies that can be implemented to improve the quality of education.

Education is one of the most vital aspects of a country's development (Arif, 2024; Maarif et al., 2023), and the quality of education is influenced by various factors, including the curriculum being implemented, the quality of teaching, and access to educational resources. As time progresses, the challenges in education become more complex, especially in the face of changing needs and rapid technological advancements. On one hand, educators are required to adapt their teaching methods to the changing times, while on the other hand, there remains a significant challenge in addressing educational access disparities across different regions (Arif, Munfa'ati, et al., 2021a).

One important aspect to consider is the changing characteristics of learners, increasingly influenced by technological developments, especially with the emergence of Generation Z and Generation Alpha (Arif, Kalimatusyarah, et al., 2021; Rismawati et al., 2021). Generation Z, born in the digital era, grows up with unlimited access to information and technology. They are accustomed to the speed and ease of accessing information through the internet. In this context, education must be able to accommodate these developments and create teaching methods that are more engaging, interactive, and relevant to students' daily lives. Therefore, Generation Z educators must adopt more creative and innovative approaches to meet the expectations and needs of the younger generation, namely Generation Alpha.

One major issue faced is the mismatch between the curriculum applied in schools and the evolving needs of society. An irrelevant curriculum can hinder students' ability to adapt to the demands of the workforce and daily life. Furthermore, the variation in the quality of teaching among educators is also a concern, as not all teachers possess the same skills and teaching methods. This can affect students' learning outcomes, which, in turn, influences their motivation and participation in the learning process. Access to technology is also a crucial factor in today's education (Arif et al., 2025). Although technology has the potential to enhance the quality of learning, unequal access in various regions can create disparities in students' learning experiences. Additionally, the low involvement of parents in their children's education is another challenge that needs to be addressed, as parental support plays a significant role in improving students' academic performance.

The novelty of this research, compared to previous studies, lies in its focus on Generation Z educators becoming more creative and innovative. In other words, Generation Z, the digital generation, has grown and developed in a digital world in various aspects (Bencsik and Machova, 2016). Through this research, the author aims to analyze the challenges faced by Generation Z teachers in educating Generation Alpha and identify strategies that can be applied to improve the quality of learning. Using a qualitative approach based on a literature review, it is hoped that this research will provide valuable insights for the development of education in Indonesia and help create a more effective learning environment that is responsive to the needs of future generations.

RESEARCH METHOD

Based on the title of the research above, this study can be categorized as a qualitative approach. According to Moleong, Bogdan, and Taylor, qualitative methods are defined as research procedures that produce descriptive data in the form of written or oral words from people and observed behaviors (Arif, 2023). This type of research is a library research, relying on the review and analysis of texts. This approach is chosen because the data sources used are in the form of literature. Library research refers to using library materials as the primary data source. The data related to this research is collected through a literature review or study, as the study is related to the understanding of the verses of the Qur'an. In collecting data for this thesis, the author uses the method of reviewing several sources of Islamic education books as part of library research (Sutrisno Hadi: 2001). This qualitative research uses an inductive data analysis technique, which is based on specific facts. The process of data analysis begins by reviewing the data obtained from documentation results, which have been presented in written notes, recordings, and others. In this study, the researcher uses three stages: Data Reduction, Data Display, and Conclusion Drawing/Verification (Danu Eko Agustinova: 2015).

RESEARCH RESULTS AND DISCUSSION

Challenges in the Learning Process: Key Issues in Education

In the ever-changing world of education, it is crucial to conduct a comprehensive analysis of the various challenges faced in the learning process to improve the overall quality of education. Various issues, such as the mismatch between the curriculum being taught and the needs of society, variations in the quality of teaching among educators, and unequal access to technology, all contribute to unsatisfactory student learning outcomes. Furthermore, low motivation and participation from students and parents in the learning process

are also aspects that need to be addressed. This discussion will explore these problems, their impact on the education system, and the strategies that can be implemented to overcome these challenges. It is hoped that this will create a better learning environment and prepare future generations to face challenges in an increasingly complex era (Huda et al., 2024).

The mismatch between the curriculum being taught and the needs of society is a significant issue. The curriculum plays a very important role in education as it serves as the main guide in the teaching and learning process. The curriculum determines what should be taught, when, and how it should be taught, providing clear direction for both educators and learners. Without a curriculum, the educational process would be aimless and unstructured, which could lead to confusion and uncertainty in learning. Additionally, the curriculum ensures that the education provided is relevant to the needs and demands of society. The curriculum must be designed in such a way that it can adapt to social, cultural, and economic changes in society.

Teacher participation in curriculum development is also crucial. Teachers have an in-depth understanding of the needs and abilities of students, so their involvement in the curriculum development process can enhance the relevance and effectiveness of the curriculum (Sain et al., 2025). By involving teachers, the curriculum can be more easily implemented in the classroom and can improve the overall quality of education. The curriculum must also be based on strong theoretical knowledge. Theoretical knowledge allows students to think critically and creatively, as well as understand complex concepts. Therefore, a curriculum based on theoretical knowledge can help students engage in broader discussions and conversations in society. The curriculum must continuously evolve and be updated according to the changing times. A stagnant curriculum will cause educational institutions to lag behind and be unable to meet the needs of students. Therefore, curriculum development should be based on thorough research and careful thinking, while also considering philosophical, legal, psychological, social, and cultural aspects.

Innovation in the educational curriculum plays a crucial role in enhancing the quality of learning (Rohmah et al., 2023). The paradigm shift from a professional training and development model to a capability development model requires innovation in the learning process and student learning experiences. This innovation is not just about digitization and the use of new instruments but also includes a learning approach based on integrated research through e-learning systems to enhance student capabilities. The misalignment between the curriculum and the needs of the world indeed calls for innovation or changes to the curriculum to achieve better outcomes. Curriculum innovation aims to create

new solutions in education based on addressing relevant issues and adopting effective innovations, all while considering the foundational principles relevant to the educational field (Sinambela & Sinaga, 2024).

Second, variations in the quality of teaching among educators. Teacher performance is an essential aspect that must be a priority for both teachers and related parties. Teachers must perform well, as their performance directly influences the learning outcomes achieved by students. Teachers are the central figures in providing education to students in schools, with knowledge flowing from teachers to students, and from their performance, students' personalities and achievements are shaped. Efforts that school principals can make to improve teacher performance include: 1) Mentoring teacher performance, 2) Supervising teacher performance, 3) Providing motivation, 4) Evaluating teacher performance (Muspawi, 2021). Below is a description of each step to improve teacher performance:

Building Teacher Performance

Building teacher performance is an essential step in professional development. This can be done through training programs and workshops designed to enhance pedagogical skills and subject knowledge. Additionally, mentoring and direct guidance by peers or supervisors can help teachers address challenges they face in the classroom. By building teacher performance, it is expected that teachers can implement more effective and innovative teaching methods, which in turn will improve the quality of learning for students (Nadif et al., 2023).

Monitoring Teacher Performance

Monitoring teacher performance is a process aimed at ensuring that the teaching conducted meets the established standards. This monitoring can be done through classroom observations, feedback from students, and regular performance assessments. Effective monitoring allows school management to identify teachers' strengths and weaknesses in the teaching process. It also provides an opportunity for teachers to receive constructive feedback, enabling them to continuously improve their teaching methods and strategies (Arif, Munfa'ati, et al., 2021b).

Providing Motivation

Providing motivation to teachers is crucial in creating a positive and productive work environment. Motivation can be given through performance rewards, incentives, or recognition for teachers who show exemplary

performance. Additionally, creating a work culture that supports and encourages collaboration also increases teachers' enthusiasm in carrying out their duties (Estiani & Hasanah, 2022). When teachers feel appreciated and motivated, they are more likely to be committed to providing quality learning in the classroom.

Evaluating Teacher Performance

Evaluating teacher performance is vital to assess the effectiveness of teaching and its impact on student outcomes. The evaluation process involves assessments from various sources, including classroom observations, student feedback, and student learning results. By conducting regular evaluations, schools can identify areas that need improvement and provide the necessary support for teachers' professional development (Arif, 2012). Transparent and constructive evaluations also help teachers overcome weaknesses and shortcomings, enabling them to continue developing in their careers. Consistently carrying out these evaluations will improve teacher performance, which will ultimately have a positive impact on the quality of education and student learning outcomes.

Inequality of Access to Technology

The integration of technology in education in Indonesia has resulted in significant changes, covering aspects such as access, quality, and social equality. The development of technology in education, such as the implementation of e-learning (Faudiah et al., 2023), educational media development, educational access, quality of learning, and social equality, has become a critical foundation in improving the educational system in this country. One of the positive outcomes observed is the improvement in learning quality. The integration of information and communication technology (ICT) in education has allowed for the use of more dynamic and interactive learning methods. The use of artificial intelligence (AI) technology has also increased the efficiency of the learning process, providing quick responses to individual student needs and creating more personalized learning experiences (Nuri, D, 2013).

However, in the implementation of educational technology, there are still challenges that need to be addressed. Access to technology, especially in remote areas, remains a significant issue. Limited teachers' skills in integrating technology into teaching and the lack of quality educational content are also major obstacles. Therefore, it is important to provide support for the necessary infrastructure, develop relevant teaching materials that align with current needs, and develop effective teaching strategies to maximize the use of technology in the learning process. In the digital and globalized era, education needs to continuously adapt to technological developments. Proper integration of

technology will not only enhance the quality of learning but also reduce educational access disparities. By effectively utilizing technology, education in Indonesia can experience significant acceleration, creating generations that are more skilled, knowledgeable, and capable of competing in the global world. Therefore, investment in teacher training, technological infrastructure development, and educational content improvement are crucial for advancing technology integration in education and providing optimal outcomes across all regions of Indonesia (Oktiasari et al., 2021; Trenggono Hidayatullah et al., 2023).

Low Motivation and Participation of Parents and Students in the Learning Process

Parent and student participation is not always easy to achieve. There are various factors that may hinder parent involvement, including work commitments, lack of understanding of the education system, and limited knowledge to assist their children with school tasks (Schmid & Galrells, 2021; Wildmon, Anthony, & Kalmalu, 2024). Some parents find it crucial to engage actively in supporting their children's education, while others may still face difficulties in fulfilling this role. By understanding the importance of parent involvement in improving academic achievement, it is expected that there will be a positive shift in parental engagement in their children's education. Effective forms of parent participation have been identified in research, which includes several activities that can support learning and development. Below are some of the most effective forms of parent participation (Asmarani et al., 2021):

Involve ment in Home Education

Parents who are actively involved in home education tend to have children who are more motivated and successful in school. This includes helping children with homework, discussing school topics, and encouraging educational discussions (Karim et al., 2023; Priyono & Widarko, 2024).

Open Communication with the School:

Regular communication with teachers and school staff helps parents understand their children's educational needs. It also allows parents to provide input and stay informed about their children's academic progress (Indayanti et al., 2022; Nasar et al., 2025).

Participation in School Activities:

Attending school events such as parent-teacher meetings, music concerts, or theater performances helps parents engage more with the school environment and demonstrate support for their children's education. Effective parent

participation requires collaboration between parents, teachers, and the school. This teamwork creates an educational environment that supports all parties working together for the betterment of the children (Prasetyo, Allyal, & Rahilmaltilah, 2023; Rizkia Nurul Wafa & Ibnu Muthi, 2024; Siregar et al., 2022).

CONCLUSION

This research has successfully identified several significant challenges faced by Generation Z teachers in the process of teaching Generation Alpha. The issues that emerged include the mismatch between the implemented curriculum and the ever-evolving societal needs, variations in the quality of teaching among educators, and disparities in access to educational technology. Additionally, low motivation and participation from students, as well as limited parental involvement in the learning process, also contribute to the overall decline in the quality of education. To address these challenges, several strategies have been identified as effective for implementation. Among them is the need for innovation in curriculum development to make it more relevant and adaptable to the demands of the times, as well as actively involving teachers in the curriculum revision process. Efforts to improve teacher performance, such as continuous training, monitoring, and evaluation, are also crucial. The integration of educational technology has proven to be a solution for enhancing teaching methods, although it needs to be accompanied by improvements in access and digital literacy, especially in underserved areas. Equally important, parental involvement in the educational process must be enhanced through intensive communication and active participation in school activities.

By consistently implementing these strategies, an inclusive, dynamic, and responsive learning environment can be created, one that meets the characteristics and needs of Generation Alpha. The results of this study provide valuable contributions to advancing education in Indonesia and emphasize the importance of collaboration among teachers, students, parents, and other stakeholders in creating a high-quality, effective educational system.

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